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ABSTRACT

As a resource to the instructors of nursing science at West Valley College, Saratoga, California, an instructional developer served three important roles. As a teacher, he provided encouragement and background information; as a facilitator, he asked questions which clarified the tasks necessary to develop curriculum; and as a counselor, he provided the reinforcement necessary to sustain the task. The presence of the instructional developer enhanced communication, increased initiative and provided for the completion of a 15-module, individualized curriculum in nursing science. (EMH)

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LOOKING AT THE INSTRUCTIONAL DEVELOPER FROM THE CLIENT'S POINT OF VIEW

I. INTRODUCTION: Thank you and good morning.

This is Julie Rose

I am Evelyn Riegert

We are instructors in Nursing at West Valley College, Saratoga, 50 miles South of San Francisco.

West Valley College is a Community College with a 20,000+ student population.

Our project was to develop self-learning modules for a two hour Pediatric Nursing Theory class. Our I.D. was a HE! There may be some "SHE'S" here today, but our's was a HE and so we will refer to him throughout our presentation as "HE".

We worked with our I.D., meeting with him each week for two hours on a 1:2 basis.

We began a year ago in January, and by June of this year, we will have completed the first revision.

In our presentation, Julie and I will, from our point of view, take you through the roles the I.D. played in helping us develop self-learning modules.

II. <u>The Client as a Student Rather Than an Instructor</u>.

A. <u>Feelings of ambivalence</u>

1. Had written objectives before - what could be so involved that would take a semester to do?
2. We'd show him and get the job done in half the time!

On the other hand, we had trouble visualizing exactly what we were to do...the I.D. was going to have to show us!

3. Could a non-nurse understand problems we felt unique to our content area?

B. <u>Our role therefore, was very passive at the beginning</u>.

1. If this was so hard, he'd have to show us, and do it for us first.
2. We were <u>unsure of our relationship</u> and hesitant to take hold in the beginning.

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III. Roles

A. Instructional developer as a teacher.

As a teacher, he was really a salesman.

1. First, he sold us on the idea that we...
   a. Could do the job, the project, that it would work, and for this, let us expeŗience the use of individualized instructional media.
   b. Helped us appreciate it and value it - see it, feel it.
2. He went to the book shelf and pulled out a prepared package. "Here, look at this, this is what your's can look like."
3. He showed us how our knowledge could be put into objectives that were pleasant to look at and read. He did this by saying that,

   "We were the content experts."

   "We were the decision makers."

   a. He took our thoughts following a brainstorm session, and put them into objectives. "Here, take a look at this." "Is this what you're trying to say?" "Is this what you want?"
4. Lastly, he gave positive reinforcement that our ideas were valuable and that they could really work. Our confidence level went up, we were on our way...

B. Another role of the I.D. was that of Facilitator - One who keeps the ball rolling.

1. He sensed our readiness for information.
   a. Asked - our problem.
   b. Offered - examples and alternatives.
   c. Suggested - readings.
   d. Provided - tapes, films,...
2. Provided Easy-to-Master information as we were ready for it.
   a. Simple to read - Small amounts
   b. Information offered as a suggested solution to whatever problem we were facing.
   c. We never feld forced into reviewing these sources.
3. Helped us set small goals for ourselves at the end of each meeting.
   a. Involved us.
   b. Small enough to master and feel successful.
4. Described an overall plan for us to follow.
   a. Time lines were not rigidly followed.
   b. Provided an overview.

5. Allowed us to make the decisions or adjust it.
6. Provided support services - cut down our time.
   a. Typing (very important)
   b. Graphic arts
   c. Library scanning and research
   d. A.V. research

C. The I.D. as a Counselor - This is the one role he played that really helped us reach our goal.

1. Stroking. You know, we're all human--and we all need stroking once in a while. When we did a good job, he told us. When we didn't, he corrected us. He encouraged us to express ourselves. We felt he was sincere in his critic and so we felt we could express ourselves.
   a. There was an unspoken protection there, a sincere interest.
   b. Non-threatening environment.
   c. Projected a caring attitude--which in turn fostered motivation and enthusiasm.
   d. Explored our needs by listening, evaluating, analyzing, and recording our thoughts, ideas, and problems. There was never a feeling that what we had to say was "dumb". You know what I mean by that feeling. You've all experienced it.
   e. He gave us instant clarification-feedback. "Is this what you mean to say?"
   f. Physical surroundings were not overlooked.
      1. Coffee pot
      2. Quietness
      3. Comfortable
      4. Atmosphere was informal/conducive to learning.

IV. Road Blocks: problems that slowed us down in achieving our goal.

A. Communication

1. Two clients - One was a new teacher, current in fundamentals, and the other an experienced teacher, current in technique.
   a. Had to establish a working relationship with each other and the I.D.. Both were a little threatened by each other and the I.D.
   b. I.D. helped clarify messages between us. Reinforced both of our feelings of being important and necessary to the project.
      1. When one of us monopolized the conversation, he would interrupt and get the other to join in.

2. Our dependency on I.D.

   a. When he was down, we were down. We couldn't carry on at first by ourselves. If he was "blue" - so were we! Even if his mood was caused by something unrelated to our project.

   b. Discussed our moods and it became OK to feel that way. **He was not GOD, he had problems too.

B. Halfway Blues. This was another roadblock. This was a huge job, as most of the tasks were drawn out over a long periods of time, and ther were periods of doubts and discouragement, and one feels like shoving the whole thing.

Before long, we realized this was a monumental job.

1. We reassessed the whole project. Could we cover the material in the realistic number of modules? (teaching weeks, only so many)
2. This was time-consuming.
3. We identified the objectives in first 3 1/2 months.
4. For some reason, we had a tremendous need to see the end product, and to see it work. We worked for 3 weeks until 3 in the morning.
5. We completed a module and tested it.
6. This did great things for those doubts and silent thoughts we had.

C. Where does the I.D. fit into the 1/2 way blues?

1. He was sensitive to our needs and feelings.
2. He was flexible enough to let us proceed with a module.
3. He changed time line to fit our needs.
4. He assisted us to put together a package for test use.
5. We d'd it and it worked.

D. Setting Realistic Goals

1. This was our problem.
2. Throughout the whole project, we set goals that were unrealistic, always too high.
3. We attempted to accomplish more than we could handle in a certain time period..
4. We were not always able to anticipate problems that might be encountered.
5. We had a tremendous need to implement our hard work and so we did, even though I.D. warned us of its pitfalls.

The I.D. tried to cut down or back our goals and he made us feel that it was OK if we didn't meet our projected time lines. And so this sent us into another roadblock.... Implementation.

D. Implementation

1.

Dual Role	Dual Problems
a. Instructor	a. Management
b. Developer	b. Content

2. Instructor
   a. Role change - letting go and trusting that the students would learn.
   b. Time management - volume of paper work spelled a need for assistance.
   c. I.D.
      1. Listened - offered alternative suggestions and offered to help: a) create learning strategies, b) suggested instructional aide for assistance.
      2. Offered support services.
3. Developer - in implementation
   a. Ears open to problems - instantly tries to solve them - management and content.
   b. The I.D. was a resource person. When we couldn't think of an answer, he was the person to bounce ideas off.

V. Summary

All in all our I.D. had played three different roles:

1. Salesman
2. Facilitator
3. Counselor

Through all the roadblocks that we encountered, we found our I.D. to be the person with a band-aid!

As clients, we would like to offer several recommendations.

VI. Recommendations

1. Orient client to individualized techniques in the beginning
   a. Observe techniques in action.
   b. Discuss technique with instructors who have experienced the process before.
2. Set up prerequisites for clients who anticipate or plan to do development.
   a. Should we have expertise.

b. Should establish a need for change of methodology.

c. Need should be correctable by change.

d. Client should be very familiar with resources already available.

3. Help anticipate problems for new clients.

   a. Providing in readiness, examples and alternate solutions.

4. Provide information and assistance in management and organization.

5. Utilize client as an evaluator. Obtain feedback as you go along for future use.

6. Form a resource pool of former clients who might assist with problem solving suggestions.

Our project brought real personal growth and satisfaction.

The project included:

- 15 modules, individualized instruction.
- 1 video to supplement them.
- 1 role playing game.
- Identified prerequisite skills and resources to obtain these skills for each module.
- By June, we will have completed our first revision.
- Our I.D. was Dr. Daryl Sink